



DC CAS 2013

State Test *Integrity* Training

Testing Window: April 22- May 2, 2013



OSSE Assessment and Accountability Team

Margaret J. Barco, Ph.D.

Director of Assessments and Accountability

Cell: (202) 340-7197

Phone: (202) 654-6100

margarget.barco@dc.gov

Tonya Mead, Ph.D., MBA, MA

Test Integrity Coordinator

Phone: 202-741-0256

tonya.mead@dc.gov

Heidi Beeman

Assessment Specialist

(202) 741-5311 (Office)

(202) 741-0227 (Fax)

heidi.beeman@dc.gov

Michelle Blakey-Tuggle

Assessment Specialist

(202) 741-6499 (Office)

(202) 741-0227 (Fax)

michelle.blakey-tuggle@dc.gov

Swea Hart

Management Analyst

(202) 741-0470

(Fax) 202-741-0227

swea.hart@dc.gov

Ruth Aponte, Ph.D.

NAEP Coordinator

(Direct) 202-741-0255

(Fax) 202-741-0227

ruth.aponte@dc.gov

Fact



99.4%

District of Columbia educators
participating in the state standardized
testing are following the rules

Source: Test Integrity Results SY11-12, OSSE, April 12, 2013, slide 15

Ethics in State Testing



- *“The most important aspect of state-wide standardized test administration is to ensure that DC CAS test scores best represent what a students know and are able to do.*
- *For this reason, ethical testing practices, including pre-test activities and instruction, are paramount in making inferences about student ability and instructional quality.”*

Source: 2013 DC State Test Security Guidelines, page 3

Ethics in State Testing



*“Education reform and compliance with federal laws and regulations relies on data to demonstrate student growth and performance. **The DC CAS results are tied to numerous State educational agency decisions related to federal funding.***

*As the State educational agency, OSSE must be able to rely upon the fidelity of the results through evidence of a secure and appropriate testing environment. It is, therefore, essential to the integrity of the DC CAS that testing participants and administrators **comply fully** with security protocols.”*

Source: Dr. Kayleen Irizarry, Assistant Superintendent Elementary and Secondary Education

Ethical Practices: Practices that are consistent with one's duty to act with honesty, integrity, due care, and fairness to all involved in the assessment or those affected by its results.

Unethical Practices: Any activity or practice leading to incorrect inferences about student achievement.

Source: Administrative Regulations, Code 6302, Natrona County School District, page 1

Top Five Recommendations to Build Test Integrity



1. Define cheating
2. Establish a healthy testing culture
3. Target critical, high risk areas first
4. Train educators in administration and interpretation of assessments
5. Develop standardized testing policies and procedures

Source: Testing Integrity Symposium, Issues and Recommendations for Best Practices, US Department of Education, National Center for Education Statistics, 2013, pages 2-5

1. Unethical Behaviors (Cheating/Academic Fraud Defined)



- Using **secure** test booklet to drill students on actual test items prior to testing for preparation
- Assisting, pointing out, re-reading questions aloud, or using booklets to tell the students to go back and review answers for specific questions
- Using cell phones, computers and/or electronic devices in the testing environment
- Simplifying, clarifying, breaking down into steps, or explaining a part of the test
- Allowing students to go back to a previous section or move ahead to the next section of test
- Misrepresenting test groupings
- Failing to sign the State Test Security and NDA

Source: 2013 DC State Test Security Guidelines, School Personnel Violations, page 11

Examples of Unethical Behaviors (Cheating/Academic Fraud Defined)



- Cueing students on incorrect answers
- Distributing cheat sheets
- Excluding students with poor academic performance on testing days
- Erasing and changing students answers
- Filling in answers left blank by students

- Leaving classroom unattended during test
- Providing unapproved accommodation(s) to student(s)
- Failing to perform duties as assigned
- Invalidating tests of students who may perform poorly
- Failing to read test directions verbatim

Source: 2013 DC State Test Security Guidelines, School Personnel Violations, page 11

Examples of Unethical Behaviors (Cheating/Academic Fraud Defined)



- Sharing test answers with another student
 - Copying another student's answers
 - Using materials or equipment not permitted
 - Returning to a previously administered section or moving forward
 - Using a cell phone or other unapproved electronic or computer device
- Attempting to or taking the test on behalf of another student
 - Disrupting the administration of the test
 - Failing to follow instructions
 - Refusing to take the standardized test
 - Attempting to look on or glance at another student's test

Source: 2013 DC State Test Security Guidelines, Student Violations, page 16



2. Establish a Healthy Testing Culture (through Code of Conduct)

Sample School Personnel Code of Conduct

Academic Honesty *“The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity”*
Association of American Educators, Code of Conduct,
Principle 2

Sample Student Honor Code

Academic Honesty *“The purpose of the honor code is to communicate the meaning and importance of academic integrity and to support the interest of the community in maintaining the highest standards of conduct in student learning”* The School for Ethical Education

Samples of Honor Codes of Conduct



**Please Visit
This Site
for Samples of
Honor Codes**

[http://www.
ethicsed.org/](http://www.ethicsed.org/)

Honor Code and Examples

Page 1 of 2

Honor Code¹

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning.

[Your school name here] embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community.

The core values underlying and reflected in the Honor Code are:

- **Academic honesty** is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately,
- **Respect** for others and the learning process to demonstrate academic honesty,
- **Trust** in others to act with academic honesty as a positive community-building force in the school,
- **Responsibility** is recognized by all to demonstrate their best effort to prepare and complete academic tasks,
- **Fairness** and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and
- **Integrity** of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

Establish a Healthy Testing Culture (Emphasizing Ethical Test Preparation)



- Paced review of all skills, strategies and concepts taught previously
- Teaching test taking strategies (pacing, elimination of wrong answers, checking answers, problem solving, using educated guessing and estimations)
- Use of OSSE and LEA produced course standards, rubrics and released items to practice the content and format of the test
- Practice test-taking protocols throughout the school year (independent student work, refrain from talking, removal of cell phones, remove open books/dictionaries)

Establish a Healthy Testing Culture (Emphasizing Ethical Test Preparation)



Student Preparation

- *“Students have a better chance to show what they know and what they are able to do when they come to class regularly, take class notes, do their schoolwork, make-up missed assignments, and participate in class activities and informal assessments that serve to identify areas of improvement and to determine mastery.*
- *It is also important for educators to use curricula that emphasize the District of Columbia learning standards and to regularly ask students to think, communicate and solve problems, and seek help when necessary.”*

DC CAS 2013 Frequently Asked Questions, page 11

Establish a Healthy Testing Culture (From Accountability to Instructional Delivery)



- Establish school-wide and content specific data teams
 - Utilize instructional facilitators to aid in the development and modification of *instructional strategies* to meet the specific needs of the students
 - Systematically throughout the year, collect student data through formative and summative assessments
- Give teachers and student feedback for on-track and at-risk for academic difficulties
 - Use data to inform
 - Curriculum
 - Educational Programming
 - Tutoring and After-school
 - Instructional Strategies
 - Involve parents

Source: http://www.centerii.org/handbook/Resources/7_C_Using_Student_Data.pdf

Establish a Healthy Testing Culture (Specific Examples of Good Practice)



- Examine student data to identify which practices work best for which students
 - Adapting instructional activities to meet students' individual needs
 - Developing curriculum-embedded formative assessments
 - Collaborating and sharing best practices with colleagues (data inquiry and analysis)
- Structuring LEA organization and practices to support data drive decision making
 - Using testing data to identify and close gaps in student achievement
 - Communicating with parents about their child's progress

Source: U.S. Department of Education, Use of Education Data at the Local Level
From Accountability to Instructional Improvement, page 16

3. Target Critical High Risk Areas First



Utilize Corrective Action Plan to:

- Provide intensive training
- Affirm roles and responsibilities
- Expand LEA monitoring
 - ✓ Before testing
 - ✓ During testing
 - ✓ After testing
- Establish student/staff Honor Codes of Conduct
- Engage and enforce State Test Security Guidelines
- Utilize data throughout the year to inform instruction

4. Train educators in administration and interpretation of assessments



OSSE Resources:

- Test Chairperson's Manual

http://osse.dc.gov/2013_TCM_DCCAS.pdf

- Test Chairperson's Training Power Point

http://osse.dc.gov/TC_OSSE_FINAL.pdf

- DC CAS Resource Guide

http://www.ctb.com/DC_CAS_Resource_Guide_2012.pdf

5. Develop standardized testing policies and procedures



OSSE Resources:

- 2013 State Test Security Guidelines

[http://osse.dc.gov/DC CAS State Test Security Guidelines 2013.pdf](http://osse.dc.gov/DC_CAS_State_Test_Security_Guidelines_2013.pdf)

- 2103 Frequently Asked Questions

<http://osse.dc.gov/DCCAS2013FAQ.pdf>

- 2013 Test Plan Scoring Rubric and Checklist

[http://osse.dc.gov/Test Checklist.pdf](http://osse.dc.gov/Test_Checklist.pdf)

- 2013 Incident Report and other Forms

<http://osse.dc.gov/publication/2013-dc-cas-tools>

Thank you for your time
and attention!

Please contact Tonya Mead, Test Integrity Coordinator for
questions, comments and suggestions at tonya.mead@dc.gov
or (202) 741-0256